

*re***VISION**

Action Grant

2021-2022

Application

Strengthening Connections

Submitted by:

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OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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Strengthening Connections: General Information

Application Overview

Accomplishments

The Plattsmouth Community School District mission statement is: *Working in partnership to ensure Academic achievement, responsible Behavior, and Civic engagement*. This grant connects students with local partners which supports our vision for working in *partnership*, increases student engagement in learning through high quality tasks using industry standard equipment which will in turn impact *their academic achievement*, and provide work-based learning experiences helping them see and emulate appropriate work-place *behaviors*. Connecting students with Plattsmouth businesses will also help make civic engagement opportunities available to the students. The *Strengthening Connections* plan will impact systems, expand our programs, and meet identified needs, all the while, meeting the district mission.

PCSD hopes to create connections between businesses, colleges, and students in four high need career fields within Plattsmouth. These are culinary/hospitality tourism, agriculture, woods/manufacturing processes, and metals and fabrications. Over the last five years, Plattsmouth High School has become a wall-to-wall academies school with all three academies earning National Career Academy Coalition Model Status. The targeted career fields have grown significantly over the years and a new facility has been built to house the expanded programs. The community is excited to connect with students in these programs. The district hopes to use reVISION grant funds to partner with the community to identify and articulate equitable student connections to work-based learning, dual-credit, and career certifications. While doing this, the grant funds will also be used to train the new teachers in these programs in the academy model and help program leaders further their understanding of equitable opportunities and work-based learning experiences. Finally, the district plans to use the funds to provide the industrial quality equipment needed for all students to have equitable programming and be successful in internships, dual-credit courses, and on certification tests.

Strengthening the Career Education System

Addressing all three elements of this goal is possible because of the strong academies structure in place at PHS. By taking these next steps, the target career fields within this career education system will be more clearly connected with the Plattsmouth community. These connections will allow for more internships, better communication, the involvement of small business partners, and for deeper professional development for educators. All of these connections will work within the system to support student needs and expand their learning.

Ensuring Alignment with reVISION Findings and Align Economic Priorities and Labor Demands

This plan aligns with career goals and meets local economic priorities and labor demands. The goals addressed in this plan have been identified by the Plattsmouth High School (PHS) Career Advisory Board in the Perkins reVISION Element 2 process (work-based learning, alignment to local needs), high school teachers during the continuous improvement process (equity and dual-credit) and highlighted by the Frameworks review team in the recent external review (equity and transition to post-secondary experiences) . In short, they have repeatedly been identified as areas of need. They align very clearly to Plattsmouth career needs. They also address two of the ESU#3 Perkins Goals

(work-based learning and career development-pd). Finally, they align to four Nebraska CTE state priorities (equity, work-based learning, professional development, and alignment). The program also addresses Plattsmouth's economic priorities and labor demands. During conversations with business partners and the Career Advisory Board, the four target programs repeatedly came up as areas of need. Community partners in these career fields also expressed a desire for interns. Thus, these funds can make a significant difference by helping PCSD strengthen connections between students and the community in clearly targeted ways designed to make a significant and long-term impact on the expanding program and businesses in the community.

Better Preparation for Success

The plan has been designed to specifically address student needs in Plattsmouth and provide them with the internships, equitable and effective programming, certifications, and equipment they need to be successful in their career. Tightening up these elements for the target career fields will increase skills and encourage further post-secondary study. It will raise the rigor of the courses and provide equitable access to important program elements. In so doing, it will prepare student for success in their career fields.

Section 2: Key Objectives

Strengthening Connections Program Goal:

Connect Plattsmouth High School students in the culinary, agriculture, transportation, woods, and metals and fabrication career pathways with:

- Element I: Local businesses through work-based learning, post-secondary dual credit, and certification opportunities.
- Element II: Thoughtful and equitable classroom experiences and strategies supported by sustained high quality professional development.
- Element III: Industry quality tools used by professionals in the fields and necessary to earn the appropriate certifications.

Alignment with Strategic Priorities

This plan aligns with the district, Nebraska CTE, ESU#3 Perkins Consortium, and the PHS Career Advisory Board priorities. First of all, this plan aligns directly with the Board of Education Strategic plan. It relates to Guiding Principal I: Employable Graduates and the related objective: To increase students' post-graduation success. The plan implements the two strategies identified in the strategic plan to meet this goal. Strategy one involves providing consistent interest and career exploration opportunities. By providing more internships and certifications while supporting teachers as they implement equitable best-practice strategies with industrial quality equipment, students are given multiple opportunities to explore career fields. The Board's second strategy is to provide dual-credit and certification options for students. This plan directly supports that strategy as well. Thus, this plan aligns with the Board of Education Strategic Priorities.

The plan also aligns with three of the Nebraska Career Education Strategic Priorities. It focuses on developing work-based learning internships, providing consistent and effective professional development, and increasing the alignment between college and high school programming by exploring dual credit courses.

In the Perkins reVISION process the PHS Career Advisory Board completed Element 2 and identified the need to increase work-based learning internships and partner with more businesses in Plattsmouth. The Perkins ESU#3 also set work-based learning as a goal. It included dual-credit courses and professional development in its goals. This plan aligns with what the district, community partners, state, and our ESU#3 Consortium see as priorities and is designed to take students in this model program to an even higher level of success.

Equity Gaps

PCSD is consistently analyzing data and monitoring equity gaps. The expansion of CTE options in the high school and the move to a wall-to-wall academies model was based on identified gaps and a desire to provide opportunities to all students in the district. The current plan includes a focus on equity to ensure that the expansion of this program to include more internships, consistently high quality lessons, and the use of industry quality tools continues to be equitable. Systems are in place for supporting recruitment to and advertising of the programs to diverse groups. An interest in equity started this program, it makes sense to continue that focus as it is expanded.

Barriers in Rural Areas

Plattsmouth is a small town south of Omaha. Its business community is comprised of a few larger companies (Hy-Vee, Woodhouse, etc.) and many smaller businesses. The barriers the PHS program faces and this plan addresses relate to making meaningful connections with the smaller businesses in the community and making it possible for them to embrace internships and other career connections. Similarly, with Omaha being so close, it is a challenge to get students to stay in Plattsmouth to work. This plan is designed to get students into local business so they can see and appreciate all Plattsmouth has offer. Finally, Plattsmouth has many farms in the area that support the district. This plan will help staff connect with those farmers to develop internships. The *Strengthening Connections* plan is designed to break down barriers and support student learning.

The table below shows connections between the target career fields and workforce needs.

Table I: Target Career Fields

Alignment	H3 State	H3 Omaha	Local Need	Perkins Consortium Focus	Strengthening Connections Elements
Culinary/Hospitality			Yes	No	Elements 1-3
Agriculture	Varied H3 criteria	Varied H3 criteria	Yes	No	Elements 1-2
Transportation (diesel and auto)	Yes	Yes	Yes	No	Elements 1-3
Woods			Yes	No	Elements 1-3
Metals and Fabrication	HW/HN	HW/HN	Yes	No	Elements 1-2

Outcomes and Impact on Alignment to Priorities

The outcomes, alignment to priorities, and impact of the *Strengthening Connections* plan are articulated in the table below. The following priority alignments are addressed.

- Strengthening Connections

- NCTESP- Nebraska CTE Strategic Priority
- Consortium- ESU#3 Perkins Consortium Element and Goals
- PCSD CIP- Frameworks Priority and/or Career Education Priority/Perkins reVISION Element 2

Table 2: Outcomes, Priorities, and Impact

Goal Connect Plattsmouth High School students in the culinary, agriculture, transportation, woods, and metals and fabrication career pathways with:		
Element I: Local businesses through work-based learning (WBL) and with post-secondary dual credit and certification opportunities.		
Outcomes	Priority Alignment	Impact
Have at least one Plattsmouth company offering internships in the targeted career fields.	<ul style="list-style-type: none"> • Business connections • NCTESP #5 WBL • Consortium- WBL • PCSD CIP 	<ul style="list-style-type: none"> • Increased awareness (businesses) of PHS program offerings) • Increased awareness (students) of Plattsmouth businesses • Increased opportunities for students to participate in internships
Each year, have at least one Plattsmouth student successfully complete an internship in each targeted career field. * Data will be analyzed across disaggregated groups	<ul style="list-style-type: none"> • Business connections • NCTESP #5 WBL • PCSD CIP 	<ul style="list-style-type: none"> • Increased awareness (businesses) of PHS program offerings) • Increased awareness (students) of Plattsmouth businesses • Monitor and increase equitable options • Increased student skills in targeted career fields • Increased scores on certifications • Increased success in post-secondary experiences • Meet PHS Career Readiness Goal and Perkins Element 2 goal
Each year, the number of students (in the related career fields) across disaggregated groups involved in WBL experiences, taking post-secondary dual credit options, and applying for available certifications will increase by at least 20% .	<ul style="list-style-type: none"> • Business connections • NCTESP #5 WBL • NCTESP #1 Aligned • NCTESP #3 Equity • PCSD CIP 	<ul style="list-style-type: none"> • Increased awareness (students) of post-secondary options (college and Plattsmouth businesses) • Monitor and increase equitable options • Increased student skills in targeted career fields

		<ul style="list-style-type: none"> • Increased # of students earning certifications • Increased # of student taking college courses • Increased success in post-secondary experiences • Meet PHS Career Readiness Goal and Perkins Element 2 goal
Element II: Thoughtful and equitable classroom experiences and strategies supported by sustained high quality professional development.		
Outcomes	Alignment	Impact
All new teachers in the targeted career fields will be able to identify the elements of a good academy program and ways to address inequities.	<ul style="list-style-type: none"> • NCTESP #6 PD • NCTESP #3 Equity • PCSD CIP 	<ul style="list-style-type: none"> • Common theoretical foundation for PHS Career Academies • Common terminology for PHS staff and students • Understanding of best-practice and equitable strategies • High quality support for new staff • Opportunities for staff to talk with professionals across the USA • PHS being able to ensure rigorous programming • Meet PCS Equity, Career and PD goals
All new teacher and academy leaders will collaborate with each other as well as college and business partners to design, implement, and monitor effective and equitable classroom experiences in classes related to targeted career fields.	<ul style="list-style-type: none"> • Business connections • College connections • NCTESP #5 WBL • NCTESP #3 Equity • PCSD CIP 	<ul style="list-style-type: none"> • Alignment with NDE career standards • Lessons based on equitable and best practice strategies used in targeted classes • Increase in student engagement • Increase in course rigor • Common expectations
In the spring of 2022 and each year following, 100% of the observations of courses in the targeted career fields, will have rating showing a high level of student engagement across disaggregated groups on the district	<ul style="list-style-type: none"> • NCTESP #5 WBL • NCTESP #3 Equity • PCSD CIP 	<ul style="list-style-type: none"> • Feedback and support for educators on equity and best practice strategies • Increase in student engagement • Increase in course rigor • Common expectations

created engagement tool (based on ELEOT)		
Element III: Industry quality tools used by professionals in the fields and necessary to earn the appropriate certifications.		
Outcomes	Alignment	Impact
Business partners in the targeted career fields will approve the alignment of the list of tools purchased with reVISION AG funds.	<ul style="list-style-type: none"> • Business connections • NCTESP #1 Aligned 	<ul style="list-style-type: none"> • Appropriate purchases • Increased awareness (staff) of industry quality tools • Increase awareness (businesses) of PHS program offerings)
Each year, classes in the targeted career fields will use tools purchased with the reVISION AG funds to prepare all students for aligned certifications, dual-credit courses, and post-secondary experiences (college and Plattsmouth businesses career fields).	<ul style="list-style-type: none"> • Business connections • College connections • NCTESP #1 Aligned • NCTESP #3 Equity • PCSD CIP 	<ul style="list-style-type: none"> • Increased student skills in targeted career fields • Increased scores on certifications • Increased grades in dual-credit and PHS courses • Increased success in post-secondary experiences
Each year, at least 50% of PHS students of students across disaggregated groups who are taking capstone classes related to the targeted career fields will test for appropriate aligned certifications.	<ul style="list-style-type: none"> • Business connections • College connections • NCTESP #1 • Aligned • NCTESP #3 • Equity • PCSD CIP 	<ul style="list-style-type: none"> • Increased student skills in targeted career fields • Increased scores on certifications • Increased success in post-secondary experiences

Connections to and Impact on Existing Work

The PCSD Strengthen Connections plan is built on the current career education system and is designed to have an impact on student needs. Addressing all three elements of this goal is possible because of the strong academies structure in place at PHS. By taking these next steps, the target career fields within this career education system will be more clearly connected with the community. These connections will allow for more internships, better communication, the involvement of small business partners, and for deeper professional development for educators. This plan addresses need by developing connections between students and the community in clearly targeted ways designed to make a significant and long-term impact on the expanding program and business community. The entire plan supports the PCSD Mission Statement. The goals addressed in this plan have been identified by the Career Advisory Board in the Perkins reVISION Element 2 process (work-based learning, alignment to local needs), high school teachers during the continuous improvement process (equity and dual-credit), and highlighted by the Frameworks review team in the recent external review

(equity and transition to post-secondary experiences). In short, they have repeatedly been identified as areas of need. The plan and its goals are directly connected to the current career education system and align very clearly to Plattsmouth career needs.

Section 3: Project Activities

ACTIVITIES

Funding Goal Element I

Connect Plattsmouth High School students in the culinary, agriculture, transportation, and woods, metals and fabrication career pathways with local businesses through work-based learning and with post-secondary dual credit and certification opportunities.

In order to connect students with local businesses in the targeted career fields and meet the objectives described above, PHS will:

- Set up small group meetings with businesses in the targeted career fields. The meetings will be hosted by PHS staff and, when possible, the PHS Career Advisories Board. They will include business, staff, and student representatives. The first meeting is expected to be approximately 2 hours in length with follow-up meetings being an hour. The agenda for these meetings will include:
 - An overview of work-based learning describing its purpose, overall structure, and what the school will do to support business partners
 - An overview of the related reVISION Action Grant goals and impacts
 - The identification of possible internship and certification opportunities
 - The identification and documentation of shared responsibilities (school, business, and students)
 - The establishment of a timeline, identification of tasks, and the determination of who is responsible for each task.
 - A schedule of progress monitoring meetings where implementation tasks are monitored, and the reVISION Action Grant goal and impact data are reviewed.
- Throughout the year, the partners (businesses, staff, students) will meet to discuss progress of the implementation plan and, if appropriate, review goal and impact data.
- An end-of-the-year meeting where appropriate goal and impact data are reviewed.
- PHS staff will work outside of their school hours to create the necessary training resources, implementation tools (timelines, processes and procedures, paperwork, advertisements, equitable strategies), and monitoring structures to sustain this plan. (Approximately 30 hours)

In order to connect students with local colleges and dual-credit courses in the targeted career fields and meet the objectives described above, PHS will:

- Set up individual and small group meetings with colleges that have courses supporting the target career fields. The meetings will be hosted by PHS staff and, when possible, the PHS Career Advisories Board. They will include college, staff, and student representatives. They are expected to be approximately 1 hour in length. The agenda for these meetings will include:
 - An overview of the courses and pathways being offered.
 - An overview of the related reVISION Action Grant goals and impacts

- The Identification of possible dual credit options
- The establishment of a timeline, identification of tasks, and the determination of who is responsible for each task.
- A schedule of progress monitoring meetings where implementation tasks are monitored, and the reVISION Action Grant goal and impact data are reviewed.
- Throughout the year, the partners (colleges, staff, and student representatives) will meet to discuss progress of the implementation plan and, if appropriate, review goal and impact data.
- An end-of-the year meeting where appropriate goal and impact data are reviewed.
- PHS staff will work outside of their school hours to create the necessary training resources, implementation tools (timelines, processes and procedures, paperwork, advertisements, equitable strategies), and monitoring structures to sustain this plan. When appropriate, they will participate in externships to better understand the program.

38 hours @ 22.50 salary + \$3.94 benefits to be used by three new teachers

Justification

By bringing partners together at least twice a year to discuss the goals and task and monitor progress, connections and understands are built that will lay a foundation for future work in this area. Common understandings and personal connections will help sustain the program over time. Providing time for staff to create the required tools will ensure that they get developed thoughtfully and that staff are not required to pull their attention from their teaching responsibilities.

Resources

- Nebraska Department of Education Career and Technical Education website and resources
- Nebraska Career Education website
- National Career Academy Coalition partner resources
- ESU#3 Perkins support

Estimated Cost: \$1003

Funding Goal Element III

Connect Plattsmouth High School students in the culinary, agriculture, transportation, woods, and metals and fabrication career pathways with industry quality tools used by professionals in the fields and necessary to earn the appropriate certifications

In order to connect students in the targeted career fields with industry quality tools and meet the objectives described above, PHS will:

Activities:

- 1) Purchase industry quality tools previously recommended by local business and college partners.
- 2) Each year, during the Perkins reVISION review process, connect with local college and business partners to get an updated list of industry quality tools and review the usefulness of current tools.

Justification:

- For transportation, the new facility housing the transportation classes is making it possible for students to complete tasks there were not possible in the past. For this reason new tools are required for students in the transportation program to be prepared for internships, dual-credit

courses, and post-secondary experiences. After discussions with local business partners and experts in the field, it was determined that the Snap-on tool sets being requested would provide students with the type and qualities of tools they need. *Connections*-There are multiple community partners in Plattsmouth who are interested in setting up internships with students in the auto/diesel fields. Long-term partners include Schmidt Trucking and Woodhouse Auto Dealership. Smaller Plattsmouth companies are being invited into partnerships at this time.

See attached Snap-on Cost Proposal

Snap On- Pro Core 2 set of tools – Hand tools to be used in Diesel Tech Classes

Snap On- Big Set – Hand tools to be used in Auto Tech Classes

Snap On- Starter Set- Hand tools to be used in Small Engine Classes

Snap On- 6 Drawer RC Red-Tool Box for organizing and safe keeping of tools

Snap On- ¾ 15 pc 12PT FRC GEN SER SET- Hand tools for general service activities

- Woods/Manufacturing Processes: The new facility housing the woods classes is making it possible for students to complete tasks there were not possible in the past. They will have the space to work on large-scale projects that give them experience with multiple woods/manufacturing processes career fields and connect with companies building in the Plattsmouth area. The current range of woods tool to not meet these needs. New tools are required for students in the woods program to be prepared for internships, dual-credit courses, and post-secondary experiences. *Connections*: Legacy Homes has been a long-term supporter of the PHS academies model and woods program. A goal is to reach out to the smaller construction companies in the area and increase opportunities for students through those partnerships. Partnerships with the Plattsmouth Chamber of Commerce can help us reach smaller businesses.

Milwaukee Tool Chest with top and backing - \$1029 - Need 1

<https://www.homedepot.com/p/Milwaukee-61-in-11-Drawer-1-Door-22-in-D-Mobile-Workbench-with-Sliding-Pegboard-Back-Wall-in-Red-Black-MWTC6111BC1M/304094257>

DeWalt Combo Drill Kit - \$159.00 - Need 1

https://www.amazon.com/DEWALT-DCK240C2-Lithium-Driver-Impact/dp/B00IJ0ALYS/ref=sr_1_7?dchild=1&keywords=Dewalt+impact&qid=1619462103&s=hi&sr=1-7

DeWalt Drill Bit Set - \$29.98 - Need 1

https://www.amazon.com/DEWALT-DW1361-Titanium-Pilot-21-Piece/dp/B004GIO0F8/ref=sr_1_5?dchild=1&keywords=metal+drill+bits&qid=1619462300&s=hi&sr=1-5

½ inch Impact Wrench

https://drive.google.com/file/d/1kiGDh0VWlEdhoqPS057jk7sV7T_BhJJa/view?usp=sharing

Roofing Nailer https://www.amazon.com/BOSTITCH-RN46-1-4-Inch-Roofing-Nailer/dp/B0000AMK5F/ref=sr_1_6?dchild=1&keywords=metabo+roofing+nailer&qid=1618238621&sr=8-6

Heavy Duty Stapler: https://www.amazon.com/WETOLS-Upholstery-Carpentry-Decoration-Furniture/dp/B0814R7M5L/ref=sr_1_3?crd=3DMZ61B0IG0YN&dchild=1&keywords=stapler+for+chicken+wire&qid=1618239293&srefix=stapler+for+chi%2Caps%2C181&sr=8-3

Finish Stapler https://www.amazon.com/Metabo-HPT-N3804AB3-Lightweight-Well-balanced/dp/B07MBHLV95/ref=sr_1_2_sspa?dchild=1&keywords=1%2F2+crown+stapler&qid=1618238470&sr=8-2
[spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUE0WjJCUDhRMjVDU1MmZW5jcnlwdGVkSWQ9QTAWNzQ4MjEyU1BBRlZFRjExQTThEjMvUy3J5cHRlZEFkSWQ9QTAYMjMxMzUxM1UwRUtBQzBIRlY3JndpZGdldE5hbWU9c3BfYXRmJmFjdGlvdj1jbGlja1JlZGlyZWNOJmRvTm90TG9nQ2xpY2s9dHJlZQ==](https://www.amazon.com/Metabo-HPT-N3804AB3-Lightweight-Well-balanced/dp/B07MBHLV95/ref=sr_1_2_sspa?dchild=1&keywords=1%2F2+crown+stapler&qid=1618238470&sr=8-2)

Corner Clamps Pack of 2 - \$32.55 - Need 1
https://www.amazon.com/dp/B08JCV3JWG?pd_rd_i=B08JCV3JWG&pd_rd_w=zh8PA&pf_rd_p=ee186ce0-6bf7-4893-85b9-f3368b019e0f&pd_rd_wg=yzqH7&pf_rd_r=2HT8AVRFX6TWZHXPFC2&pd_rd_r=aa724d38-7df7-4df5-90df-06cb1ecafae1

Squeeze Clamps Pack of 4 - \$22.02 - Need 2
https://www.amazon.com/IRWIN-QUICK-GRIP-1964758-One-Handed-Clamp/dp/B001DSY4QO/ref=sr_1_5?dchild=1&keywords=wood+clamps&qid=1619461834&sr=8-5

- Culinary students need new sets of industry quality pans. The new culinary facility will make it possible for students to cook for community events and organizations if the appropriate tools are available. These opportunities will expand student skills and expertise in the field. There is a need for a good set of pans that can be used for various cooking situations and skill development opportunities. After conversations with other culinary teachers and a review of ProSTART suggested materials, it was determined that the Rachel Ray Nonstick cook set would provide the quality and durability needed for sustained and varied culinary experiences. These new pans will help to ensure students are prepared for internships, dual-credit courses, and post-secondary experiences.

Connection: Hy-Vee and the Plattsmouth Chamber of Commerce have been long-term partners with PHS on the career academies model and supporters of the culinary program. There are many smaller restaurants in the area PHS would like to involve more in the program. The Historic Downtown Plattsmouth Association has a variety of food service businesses that could partner more directly with the program.

<https://www.thespruceeats.com/rachael-ray-nonstick-cookware-set-review-4774215> 5 total sets @ 350.00 each

- Metals and Fabrication- no materials being requested at this time.

- Agriculture- no tools being requested at this time

Estimated Cost: \$11,683.00

Funding Goal Element II

Connect Plattsmouth High School students in the culinary, agriculture, transportation, woods, and metals and fabrication career pathways with thoughtful and equitable classroom experiences and strategies supported by sustained high quality professional development.

In order to connect students in the targeted career fields with thoughtful and equitable classroom experiences and strategies supported by sustained high quality professional development and meet the objectives described above, PHS will:

- Send three new teachers in the targeted career fields, the principal, and the Career Education Coordinator to the National Career Academy Coalition Conference. This conference is in Orlando, Florida on November 15-17, 2021. The conference site is <https://www.ncacinc.com/conference/homepage>. The hope is to have the staff attend the conference in person while following all masking and social distancing protocols. Since PHS has started attending this conference (in 2015), attendees have found the informal conversations (in the hallway, at lunch, waiting for a session to start, after the session ends, etc.) to be of significant value. PHS will ensure conference participants share their experiences on a common resources site and through presentations to staff on district in-service days and/or Professional Learning Community meetings.

Justification:

The NCAC Conference has provided PHS with sustained and high quality professional development for years. The PHS wall-to-wall career academies model was based on that of Mountain Home High School in Mountain Home, Arkansas. This NCAC school was similar in size and make-up to PHS and provided an excellent example for the district. In order to explore academies and later develop a firm foundation for the academies model, staff, Board members, and community members have attended the NCAC conference since 2015. Especially after NDE encouraged PHS to go for NCAC model status, PHS representatives have used grant and local funding to send representatives to the conference. By providing sustained high quality professional development to staff through this three-day conference the district went from an interest in academies in 2015 to model status in 2020. The materials and ideas PHS representatives get from the conference are consistently and thoughtfully shared with staff and community partners and thus embedded into our program. This allows participants and their peers use the learning from the conference to improve their classes. Continuing to use this conference to help new staff understand the foundation of our academies model and to challenge our leaders to learn even more about best practice and equity is the best approach to sustained professional development available to us. This sustained professional development ensures common language, understanding, and experiences across the academies and throughout the district.

NCAC Conference Link: <https://www.ncacinc.com/conference/homepage>

Registration November 15-17: 5 people (3 new teachers, principal, Academies Director)

Pre-Conference Registration: 5 people (3 new teachers, principal, Academies Director)

Transportation: Flights and cab fare to airport and back, etc.

Hotel Rooms for 5:

<https://res.windsurfercrs.com/ibe/combocheckout.aspx?hotelID=14845&langID=1&hgID=0&currID=1>

Food for 5 at the IRS per diem rate

Resources:

NCAC Conference Materials

Nebraska Department of Education Career and Technical Education website and resources

Estimated Costs: \$8,946

EVALUATION

PCSD consistently evaluates its improvement process and will do so with the Strengthening Connections plan. In the recent Frameworks external visit, a commendation stated that continuous improvement was enculturated into the PCSD system. Evaluation of this Strengthening Connections plan will take place using data analysis in four main systems. First, during the two special partner meetings (business and college) data will be shared and the goals and strategies will continually be reviewed. Revisions will be made if necessary. Secondly, since elements of the program support a high school goal, will be evaluated annually in the high school CIP process that takes place during a data analysis day in September and through Professional Learning Community meetings throughout the year. Thirdly, since it is also part of the Career Advisory's goals, they will evaluate it as well during their annual program review process. Finally, since it aligns with the ESU#3 Consortium goals, it will be evaluated at that time. Most of the documentation and evaluation tools are already in place, but some will be created for this grant and used in the future as part of the CIP process. See the table below for specifics.

Table 3: Evaluation

Goal Connect Plattsmouth High School students in the culinary, agriculture, transportation, woods, and metals and fabrication career pathways with:		
Element I: Local businesses through work-based learning (WBL) and with post-secondary dual credit and certification opportunities.		
Objectives	Evaluation Tools	Impact Data Points and Use
Have at least one Plattsmouth company offering internships in the targeted career fields.	<ul style="list-style-type: none">• Add the new companies and offerings to the current list of internships. Indicate new companies by adding the date they set up internships	<ul style="list-style-type: none">• Increase in the # of internships• Expansion of internships across targeted career fields• This data will be monitored at the partner meetings and the group will revise the plan based on results.
Each year, have at least two Plattsmouth students successfully complete an internship in each	<ul style="list-style-type: none">• Use the current internship tracking list to	<ul style="list-style-type: none">• Increased completion rates across disaggregated groups of students

targeted career field. * Data will be analyzed across disaggregated groups	<p>document this information.</p> <ul style="list-style-type: none"> Create a table to analyze the data 	<ul style="list-style-type: none"> Participation of diverse students across career fields This data will be monitored at the end of the year partner meeting. Teachers will use paid time to develop advertisements and support strategies to encourage participation
Each year, the number of students (in the related career fields) across disaggregated groups involved in WBL experiences, taking post-secondary dual credit options, and applying for available certifications will increase by at least 20% .	<ul style="list-style-type: none"> Create a new tool collecting all the information in an excel spreadsheet throughout the school year. 	<ul style="list-style-type: none"> Increase across disaggregated groups of students Use the spreadsheet and related charts to analyze data. This data will be reviewed throughout the year at partner meetings. Teachers will use paid time to develop advertisements and strategies that encourage participation.
Element II: Thoughtful and equitable classroom experiences and strategies supported by sustained high quality professional development. * Subsequent PD is available through NCAC and NDE.		
Objectives	Evaluation Tools	Impact Data Points and Use
All new teachers in the targeted career fields will be able to identify the elements of a good academy program and ways to address inequities.	<ul style="list-style-type: none"> Create a survey overviewing the basics of academies and the PHS philosophy. <p>*This tool can be used with all staff.</p>	<ul style="list-style-type: none"> Information about teacher understanding based on accurate responses to surveys The survey will be administered before and after the conference. Data from the survey will identify which of the elements new staff are familiar with. Wholes will determine which NCAC sessions the teacher attends and, if necessary, by further professional development.
All new teacher and academy leaders will collaborate with each other as well as college and business partners to design, implement, and monitor effective and equitable classroom experiences in classes related to targeted career fields.	<ul style="list-style-type: none"> Document who is and is not in attendance Create a Google Folder of lesson designs that can 	<ul style="list-style-type: none"> Opportunities for new teachers to work with college and business partners. The development of high quality experiences lessons meets quality standards.

	<ul style="list-style-type: none"> be used as models for planning. Use a checklist for each lesson ensuring it addresses equity and is high quality 	<ul style="list-style-type: none"> Lessons that meet standards will be shared with peers. Teachers will be given more training and support to revise those that do not meet standards.
In the spring of 2022 and each year following, 100% of the observations of course in the targeted career fields, will have rating showing a high level of student engagement across disaggregated groups on the district created engagement tool (based on ELEOT)	<ul style="list-style-type: none"> New engagement survey developed by district in fall of 2020 *Standards will need to be set for meets, exceeds, etc. Use tool at least 2 in targeted classrooms Determine and document engagement in a new document. Base ratings on new standard 	<ul style="list-style-type: none"> Meet engagement standard Students will be actively engaged in learning. Staff who don't meet the standard are provided follow up support and observations
Element III: Industry quality tools used by professionals in the fields and necessary to earn the appropriate certifications.		
Objectives	Evaluation Tools	Impact Data Points and Use
Business partners in the targeted career fields will approve the alignment of the list of tools purchased with reVISION AG funds.	<ul style="list-style-type: none"> Emails or minutes of meetings showing approvals and disapprovals 	<ul style="list-style-type: none"> High quality tools selected to meet market needs Staff who suggest tools that are not approved will reach out to business and college partners for more suggestions.
Each year, classes in the targeted career fields will use tools purchased with the reVISION AG funds to prepare all students for aligned certifications, dual-credit courses, and post-secondary experiences (college and Plattsmouth businesses career fields).	<ul style="list-style-type: none"> Create a spreadsheet where teachers indicate at the class level what tools were used. Monitor use of all tools 	<ul style="list-style-type: none"> Tools are used consistently by students Student skill level improves Meet with teacher in teacher is there is a failure to use tools available to them.
Each year, at least 50% of PHS students of students across disaggregated groups who are taking	<ul style="list-style-type: none"> List of certifications 	<ul style="list-style-type: none"> Increase in students across disaggregated groups testing for certifications

capstone classes related to the targeted career fields will test for appropriate aligned certifications.	<ul style="list-style-type: none"> • 50% students testing for certifications-participation across disaggregated groups • Disaggregated list of students taking certifications and scores 	<ul style="list-style-type: none"> • If students are not taking certifications, provide time for teachers to make curricular adjustments or other adjustments necessary to increase student success
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SUSTAINABILITY

Local Contributions of Time and Support

This plan was built on systems already in place. Each of these goals and related activities will be sustained throughout the grant period through the use of the college and business partners groups created for this plan. These groups will help strengthen the targeted career fields. There are three key components to sustainability: 1) The creation of partnerships and involvement in the program. The choice to focus on partner groups for this plan, not only helps to meet the goals, but it also creates a foundation of understanding and collaboration between the businesses, school, and students. 2) The alignment of the plan goals to CIP goals. Since the goals are directly aligned to district long-term career and continuous improvement goals, indicators will continue to be reviewed through the CIP process and through the annual career academies program review help by the PHS Academies Advisory Board. 3) The commitment of the district and community to the wall-to-wall academy program. The business community is dedicated to the high school program as evidenced by their involvement as career mentors and members of the Career Academy Advisory Board. The entire community showed its support when it approved the bond issue that allowed the new facility to be built. The contributions of time and support are sustainable because PCSD works in partnership with the community to improve and sustain the program.

Future Funding

The projects in this plan were selected with finances in mind. All of the activities can make a significant difference in one year's time. The relationships, internships, and systems developed through the partner groups can be used into the future. The grant addresses most of the career fields and those needing the most support. This model could be used to improve other career fields (business, health). If that becomes a need, the current systems can be used to invite in business and career partners and district funds can be set-aside to support teacher work outside of the school day.

Attending the NCAC conference in the future will be a priority. This grant addresses the need to train three new teachers as well as program leaders. In the future, it is hoped there will not be such a big turn-over in staffing in these areas and thus it will be financially more manageable to send staff to the conference. This is a priority so the district will set aside funds. If necessary, the PHS Career Advisory Board has expressed an interest in supporting attendance at the conference.

The opening of the new facility and expansion of the programs have led to a one-time need of a significant number of tools being needed at one time. The Bond covered a lot of the big equipment. It is not anticipated that there will be a need for more equipment in all but the agriculture career fields. As equipment needs change or tools wear out, the district can use Perkins and high school funds to cover the cost. When it is time to expand the agriculture program, the district will explore grants to help make that significant change.

The district is aware of and has planned for the various types of support needed to sustain the program

Section 4: Commitment & Capacity

There is a strong leadership team in place for the PHS career academies this team will support the Strengthening Connections plan as well. The Leadership Team consists of members from multiple groups and areas of expertise. They are listed below with their role.

- The Board of Education and Superintendent will oversee the plan.
- The Director of Instructional Services will manage the plan making sure all goals, activities, and monitoring/evaluation practices are accomplished.
- The Business Officer will ensure all accounting for the plan is done correctly and reimbursement requests sent in.
- The Career Academy Advisory Board will provide input and guidance in the plan helping staff to connect with businesses and develop business friendly routines.
- The student Academy Core Leaders group will be part of the Advisory Board and members of this team who take courses in the target career fields will be invited to attend partner meetings.
- The Academy Director will be the key connection between businesses and the school making personal visit, emailing, and making phone calls.
- The staff and students in the program will provide feedback on the quality of the professional development, tools, classroom activities, and other support activities. They will also identify needs and next steps.

The members of these teams have worked together to earn Model Academy status as well as to implement the Nebraska Innovation Grant. It is a strong team and up to the task!

Process for Ensuring Appropriate Use of Funds

The district has a Board policy that guides the use of funds. The district is also audited annually to ensure the district meets its policy and appropriate practices. For this grant, all equipment purchases will be approved by the Director of Instructional Services with guidance from NDE and ESU#3 when necessary. The Director of Instructional Services creates the requisition, the Superintendent approves it and it becomes a purchase order. Invoices, packing slips, etc. are required before the bill is paid. The Board approves all expenditures.

Partners Committed to the Plan

The district has a significant number of community partners that support the career education program and will support the implementation of the Strengthening Connections plan.

Career Advisory Board Partners

These companies/organizations have representatives on the PHS Career Advisory Board that meets on a regular basis throughout the year.

- Edward Jones
- Legacy Homes
- Woodhouse Auto Dealer
- Hy-Vee
- The Plattsmouth Chamber of Commerce
- Greater Omaha Chamber
- University of Nebraska Omaha
- Harvey Funeral Home

These companies/organizations are a few that have provided support for career academies throughout the years:

- Plattsmouth Rotary
- Plattsmouth Education Foundation
- Plattsmouth Community Foundation Fund
- Schmidt Trucking
- Historic Downtown Plattsmouth Association
- Wiles Brothers
- Plattsmouth State Bank
- Plattsmouth Police Department
- Reinch/Slattery/Bear/Minahan
- Midwest Hops Producer
- ATI Physical Therapy
- Right Choice
- Plattsmouth Animal Hospital
- New Age

Letters of Commitment Included in Supplemental Documents

- New Age
- Plattsmouth Chamber of Commerce
- Historic Downtown Plattsmouth Association
- Plattsmouth Community Foundation Fund Board
- PHS Career Advisory Board

Section 5: Budget Proposal

Activity Budget

PCSD staff and community members are appreciative of any funding provided.

As requested, activities and purchases are listed by priority. Each element is very important to the plan. The team hopes to get funding for all three. It was difficult placing the professional development as the last priority. However, it was decided that if absolutely necessary, NDE and ESU#3 staff, as well as peers at the high school could support new teachers this year.

Activity Budget: Activity # __1 (Element 1)__		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		
38 hours to be used by career teachers in the targeted career fields	\$22.50	\$855.00
		<i>Subtotal</i>
Employee Benefits – Specified by Position (Object Code 200)		
38 hours of Benefits to be used by career teachers in the targeted career fields	3.94	\$148.00
		<i>Subtotal</i>
Professional & Technical Services – (Object Code 300)		
		<i>Subtotal</i>
Other Purchased Professional Services – (Object Code 400/500)		
		<i>Subtotal</i>
Supplies — including Operational Equipment - (Object Code 600)		
		<i>Subtotal</i>
Capital Assets – (Object Code 700)		
		<i>Subtotal</i>
ACTIVITY TOTAL		1003.00

Activity Budget: Activity # __3 (Element 2)__		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		
	<i>Subtotal</i>	
Employee Benefits – Specified by Position (Object Code 200)		
	<i>Subtotal</i>	
Professional & Technical Services – (Object Code 300)		
NCAC Conference Registration – 3 new teachers, 1 principal, 1 Academies Coordinator https://www.ncacinc.com/conference/homepage	\$600	\$3000
NCAC Pre- Conference Registration – 3 new teachers, 1 principal, 1 Academies Coordinator https://www.ncacinc.com/conference/homepage	\$300	\$1500
Transportation (5 people) Expedia Estimate (a higher cost was used based on previous experience with costs to Orlando (\$400); taxi and shuttle costs from airport and back etc. (\$100)	\$500	\$2100
Hotel at Convention site: Loew Sapphire Falls Resort (Hotel website) 3 rooms x 3 nights	\$224	\$2016
Meals -2 meals a day for 5 people (breakfast provided)(IRS per diem)	\$66	\$330
	<i>Subtotal</i>	\$8946
Other Purchased Professional Services – (Object Code 400/500)		
	<i>Subtotal</i>	
Supplies — including Operational Equipment - (Object Code 600)		
	<i>Subtotal</i>	
Capital Assets – (Object Code 700)		
	<i>Subtotal</i>	
	ACTIVITY TOTAL	\$8946

Budget Summary Template

Budget Summary

Salaries (Object Code 100)

Activity 1 \$ 855.00

Subtotal **\$ 855.00**

Employee Benefits (Object Code 200)

Activity 1 \$ 148.00

Subtotal **\$ 148.00**

Professional & Technical Services (Object Code 300)

Activity 3 \$ 8946.00

Subtotal **\$ 8946.00**

Other Purchased Professional Services (Object Code 400/500)

Activity 1 \$ _____

Activity 2 \$ _____

Activity 3 \$ _____

Subtotal \$ _____

Supplies & Materials/Operational Equipment (Object Code 600)

Activity 2 \$ 11,683.00

Subtotal **\$ 11,683.00**

Capital Assets (Object Code 700)

Activity 1 \$ _____

Activity 2 \$ _____

Activity 3 \$ _____

Subtotal \$ _____

Grand Total \$ 21,632

Section 6: Supplemental Documents

- A. Letters of Support
 - a. New Age
 - b. Plattsmouth Chamber of Commerce
 - c. Historic Downtown Plattsmouth Association
 - d. Plattsmouth Community Foundation Fund Board
- B. PCSD reVISION Perkins Element 2
- C. ESU#3 reVISION Perkins Summary
- D. Snap On Cost Proposal and photos



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048

Dr. Richard E. Hasty, Superintendent/Special Ed. Director
Dr. Cherie Larson, Director of Instructional Services
Pamela Dobrovlny, Assistant Special Education Director
and Early Childhood/Head Start Director
Phone: (402) 296-3361 Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

Dear reVISION Grant Committee:

New Age sees the significant impact of the Plattsmouth High School Career Academies program. It sees the important opportunity reVISION grant funds would provide for strengthening the connections between the students and the community and their future careers. The reVISION funds would support the connections by providing industrial quality materials, support for an internship program, and professional development opportunities for staff (externships, NCAC conference attendance). New Age supports and would like to partner with the Plattsmouth Community School District as it works to use reVISION funds to strengthen these connections.

New Age commits to partnering with Plattsmouth High School by:

1. Promoting and supporting opportunities for student internships and other work-based learning opportunities.
2. Promoting and supporting opportunities for teacher externships and other opportunities to improve their understanding of career fields.
3. Communicating with the high school principal about potential certifications and college programs that would support their businesses.
4. Helping the high school career teachers identify the industrial quality tools and equipment needed in various career fields.

Sincerely yours,



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048

Dr. Richard E. Hasty, Superintendent/Special Ed. Director
Dr. Cherie Larson, Director of Instructional Services
Pamela Dobrovolsky, Assistant Special Education Director
and Early Childhood/Head Start Director
Phone: (402) 296-3361 Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

Dear reVISION Grant Committee

The Plattsmouth Chamber of Commerce sees the significant impact of the Plattsmouth High School Career Academies program. It sees the important opportunity reVISION grant funds would provide for strengthening the connections between the students and the community and their future careers. The reVISION funds would support the connections by providing industrial quality materials, support for an internship program, and professional development opportunities for staff (externships, NCAC conference attendance). The Chamber of Commerce supports and would like to partner with the Plattsmouth Community School District as it works to use reVISION funds to strengthen these connections.

Plattsmouth Chamber of Commerce commits to partnering with Plattsmouth High School by

1. Promoting and supporting opportunities for student internships and other work-based learning opportunities.
2. Promoting and supporting opportunities for teacher externships and other opportunities to improve their understanding of career fields.
3. Communicating with the high school principal about potential certifications and college programs that would support their businesses.
4. Helping the high school career teachers identify the industrial quality tools and equipment needed in various career fields.

Sincerely yours,

Cindy Chris
Executive Director
Plattsmouth Chamber of Commerce

Dear reVISION Grant Committee:

The Historic Downtown Plattsmouth Association (HDPa) sees the significant impact of the Plattsmouth High School Career Academies program. It sees the important opportunity reVISION grant funds would provide for strengthening the connections between the students and the community and their future careers. The reVISION funds would support the connections by providing industrial quality materials, support for an internship program, and professional development opportunities for staff (externships, NCAC conference attendance). HDPa supports and would like to partner with the Plattsmouth Community School District as it works to use reVISION funds to strengthen these connections.

Historic Downtown Plattsmouth Association commits to partnering with Plattsmouth High School by:

1. Promoting and supporting opportunities for student internships and other work-based learning opportunities.
2. Promoting and supporting opportunities for teacher externships and other opportunities to improve their understanding of career fields.
3. Communicating with the high school principal about potential certifications and college programs that would support their businesses.
4. Helping the high school career teachers identify the industrial quality tools and equipment needed in various career fields.

Sincerely yours,



Steve Wehrbein

President - Historic Downtown Plattsmouth Association



Plattsmouth Community School District Central Office
 1912 Old Highway 34
 Plattsmouth, NE 68048
 Dr. Richard E. Hasty, Superintendent/Special Ed. Director
 Dr. Cherie Larson, Director of Instructional Services
 Pamela Dobrovolny, Assistant Special Education Director
 and Early Childhood/Head Start Director
 Phone: (402) 296-3361 Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

Dear reVISION Grant Committee:

The Plattsmouth Community Foundation Funds sees the significant impact of the Plattsmouth High School Career Academies program. It sees the important opportunity reVISION grant funds would provide for strengthening the connections between the students and the community and their future careers. The reVISION funds would support the connections by providing industrial quality materials, support for an internship program, and professional development opportunities for staff (externships, NCAC conference attendance). The Plattsmouth Community Foundation Fund supports and would like to partner with the Plattsmouth Community School District as it works to use reVISION funds to strengthen these connections.

The Plattsmouth Community Foundation Fund commits to partnering with Plattsmouth High School by:

1. Promoting and supporting opportunities for student internships and other work-based learning opportunities.
2. Promoting and supporting opportunities for teacher externships and other opportunities to improve their understanding of career fields.
3. Communicating with the high school principal about potential certifications and college programs that would support their businesses.
4. Helping the high school career teachers identify the industrial quality tools and equipment needed in various career fields.

Sincerely yours,

Susan Lounce
 PCFF Treasurer
Ray Newton
 Current Member,
 Past President



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Phone: (402) 296-3361 Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

Dear reVISION Grant Committee:

The Plattsmouth High School Career Academies Advisory sees the significant impact of the Plattsmouth High School Career Academies program. It sees the important opportunity reVISION grant funds would provide for strengthening the connections between the students and the community and their future careers. The reVISION funds would support the connections by providing industrial quality materials, support for an internship program, and professional development opportunities for staff (externships, NCAC conference attendance). The Career Academy Advisory supports and would like to partner with the Plattsmouth Community School District as it works to use reVISION funds to strengthen these connections.

The Plattsmouth High School Career Academy Advisory commits to partnering with Plattsmouth High School by:

1. Promoting and supporting opportunities for student internships and other work-based learning opportunities.
2. Promoting and supporting opportunities for teacher externships and other opportunities to improve their understanding of career fields.
3. Communicating with the high school principal about potential certifications and college programs that would support their businesses.
4. Helping the high school career teachers identify the industrial quality tools and equipment needed in various career fields.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Brad Kijil', is written over a light blue grid background.

Element 2 Worksheet: Workforce Alignment

PHS is being asked to review how the career programs it offers aligns to workforce needs. This document was compiled based on the review of workforce needs and input gathered over the last two years.

Primary Data Source(s):

- H3 Reports
- Program of Study and course information
- Notes from NCAC review process and Advisory Board minutes
- Discussions with community partners
- Student feedback during NCAC review process and Academy Core Leader meetings

Questions to Consider	Current State	Desired State
1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic development needs?	<p>Plattsmouth High School currently offers programs of study in 6 Career Fields that include 15 pathways. Students are offered introductory, intermediate, and capstone courses in each program of study. Typically at least three career fields and 13 pathways show up in the official programs of study document.</p> <p>On the average, students complete the required three courses and complete programs of study in Business, Marketing, and Management, Health Sciences, Human Sciences and Education, and Skilled and Technical Sciences. Recently, courses have been added to complete pathways in Data Sciences and Agriculture, Foods, and Resources. PHS students sign up for courses that match their interests and these courses are offered. When appropriate, independent study courses are offered as well.</p> <p>After reviewing how our program offerings and our official programs of study relate to the Top Ten H3 careers for Nebraska and the Omaha Consortium, it is clear that PHS does a good job of meeting the workforce needs of those areas. The current Official Programs of Study address 5/10 of the State of the workforce needs and 7/10 of the Omaha Consortium needs. Two more Top 10 H3 programs are in place and should be meeting the program requirements in the next year or two (Digital Design, and Early Childhood). Two additional Top 10 H3 programs (electricians and plumbers) are being explored and strategies are being developed.</p>	<p>Digital Design and Early Childhood Programs of study</p> <p>A more comprehensive Welding and Manufacturing program</p> <p>More certifications</p>

PHS also addresses four other H3 state needs and one other Omaha need. Two additional PHS programs meet two of the three H3 criteria. Only two pathways do not rate at all. Those two (Agriculture and Hospitality Tourism) meet local needs. All of the local needs are addressed.
See table below for details.

H3 Offerings Overview

*PHS 2019 Official Programs of Study are in Bold

H3 Criteria: High Wage (HW); High Skill (HS); High Need (HN)

H3	State	Omaha	Local	Programs of Study	Organization
Heavy Tractors	1	1	x	TDL, Welding	Skills USA
Registered Nurses	2	2	x	Life Span Performance, Therapeutic	
Managers	3	3	x	HSOB, Accounting, Financial	DECA
Carpentry	4	5		Construction	Skills USA
Accountants	5	4		Accounting	DECA
Software Developers	6	6		Digital Design (Dual Credit)	
Elementary Educators	7	9		Early Childhood	Educators Rising
Electricians	8	7		Construction	Skills USA
Plumbers	9			Construction	Skills USA
Secondary Education	10				Educators Rising
Marketing and Research		8		HSOB	DECA
Business Specialists		10		Finance Economics	DECA
Veterinarian	H3	H3	x	Large Animal Small Animal	FFA
Tool and Die Machinist	H3		x	Metals and Fabrications	Skills USA
Plant Scientist	H3	HW/HS		Plant Science	FFA
Welding- Manufacturing	HW/HD	HW/HD	x	Welding, Metals and Fabrication	FFA, Skills USA

	Conservationist	HW/HS Varied jobs meet some of the criteria	HW/HS Varied jobs meet some of the criteria	x	Wildlife Management	FFA	
	Agriculture Hospitality and Tourism				Animal Science, Plant Science, Welding	FFA	
				x	Culinary Prostart	FCCLA	
2. Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact on program offerings on a regular basis.	<p>PHS has an Academy Advisory that meets multiple times throughout the year. This advisory goes through a Continuous Improvement Process once a year. The program uses the National Career Academy Coalition standards for its benchmarks. Advisory members include students, teachers, parents, secondary institutions, administrators and business partners.</p> <p>This process includes a review of the programs being offered, student participation, and the need for other programs or course offerings.</p> <p>This process is effective.</p>						Continue with Annual CIP meetings with Advisory Board
3. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?	<p>There are multiple opportunities available in our Plattsmouth and Omaha Consortium markets for students with disabilities, English learners, or other special populations.</p> <p>Students with disabilities and English learner students can work in multiple locations in Plattsmouth, including restaurants, grocery stores, thrift stores, and any of the small businesses operating in the area. Omaha has a significant number of labor options as well.</p>						Continued placement of all students in workforce

Deep-Dive Questions:

- What are the highest projected growth industries in our region? What occupations are part of that industry?
- How do CTE program enrollments match projected job openings? Where are the biggest gaps?
- What skill needs have industry partners identified as lacking in the programs offered?
- Which programs graduate employees that thrive in the workplace? Why?
- How are CTE programs offered aligned to the demand? Are we offering CTE programs that are not aligned to demand?

<p>Element 2: Workforce Alignment</p> <p>Ratings:</p> <p>1 = Significant gaps and/or multiple gaps exist</p> <p>2 = Some gaps exist and/or we do not have a concrete plan to address them</p> <p>3 = Very few gaps exist and we have processes in place to close the remaining gaps</p> <p>4 = No gaps exist</p>	<p>Rationale and Potential Action Steps (in priority order):</p> <p><i>It is important to capture your thinking clearly here in order to avoid repeating work later in the process.</i></p> <p>Rating- 3 Very few gaps exist and we have processes in place to close those gaps.</p> <p>Action Step 1:</p> <p>Articulate the internship program addressing insurance and other issues. Increase the number of internships by 20%.</p> <p>Rationale: This will increase student awareness of H3 and other workforce needs in the Plattsmouth and Omaha Consortium area.</p> <p>Action Step 2:</p> <p>Use Skills USA and other programs to increase awareness of H3 opportunities and to prepare students for next steps in those areas (i.e. training that leads to certifications).</p>
<p>Rating (circle one)</p> <p>1 2 3 4</p>	

Consortium reVISION Summary. Considering each district's Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

reVISION SUMMARY		
Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
Career Development	<p>5/10 schools have faculty with real world experience in CTE programs. 5/10 schools offer students opportunities to interact with guest speakers and provide field trips to local businesses as well as community colleges. Schools within the consortium offer students career development programs of study through curriculum offered, job shadows, campus visits, and military recruitment. Guest speakers and industry experts are utilized to provide a broader picture of employment possibilities. 5/10 schools have limited internal/career advisement professional collaboration. Participation in CTSOs do provide some limited exposure for students to industry professionals.</p> <p>Overall some gaps exist and 8 out of 10 schools do not have a concrete plan to address them.</p>	<p>Within the next four years, districts will review current course offerings to ensure 90% of NE state CTE Standards to align within CTE courses and continue to develop and implement programs of study that are focused on career development.</p> <p>Within the next four years, strategies will be developed to collaborate more frequently with post-secondary instructors and industry professionals to ensure curricula offerings are preparing students for college and career.</p> <p>Within the next four years, consortium schools will develop a plan to allow for more Professional Development opportunities specific to CTE teacher needs.</p>
Local Workforce Alignment	<p>Consortium schools provide many programs of study in the Business, Marketing, & Management and Skilled and Technical Sciences career fields that align to H3 jobs, but have few programs of study in the Health Sciences career field. The consortium lacks opportunities in TDL and computer science particularly in software development. The consortium also lacks a formal process for reviewing workforce alignment. Local labor market opportunities for students with disabilities, English learners and other special populations is limited because of the location of many of the consortium districts.</p>	<p>Within in the next four years, consortium schools will work to expand programs of study in health sciences and establish a program of study for software development.</p> <p>The consortium will work in the next four years to develop a plan for establishing stronger connections with community colleges to increase opportunities in TDL.</p> <p>Consortium schools over the next four years will continue to expand programs of study opportunities that are aligned to H3 careers with an emphasis on Human Sciences and Education.</p>

Size, Scope, & Quality and Implementing CTE Programs of Study	5 of 10 schools within the consortium utilize field trips and guest speakers to help inform the curriculum to guide their course offerings. Program quality varies by district. 6/10 schools have up-to-date equipment in some of the programs that they offer, but not all districts and not all programs. 8 out of 10 districts have limited representation from special populations in their programs, especially noticeable is the gender disparity that exists for non-traditional participants.	<p>Within the next four years, consortium schools will develop strategies to improve participation in CTE programs among under-represented special populations.</p> <p>Within the next four years, consortium schools will prioritize curricular materials/equipment that will develop high quality CTE programs.</p> <p>Within the next four years, consortium schools will Work on improving communication with post-secondary to ensure that there is alignment with the courses that are offered.</p>
Student Performance Data	9/10 schools have noticeable performance gaps within their special education and free and reduced lunch populations and some of the different race populations specifically in English language arts and mathematics.	<p>Within the next four years, consortium schools will work to increase literacy and math skills within their concentrator populations to better address equity gaps in academic achievement that exist among special populations.</p>
Recruitment, Retention, and Training of Faculty and Staff	9/10 schools work to recruit new CTE teachers through discussion with students and by use of advertisement. 9/10 schools in the consortium offer paid PD to their CTE educators and ensure a commitment to maintaining and improving the program as a way to retain CTE faculty. All schools allow for teachers to attend PD that is relevant to their content area, but it is not a focus for school districts in general. 7/10 schools in the consortium offer dual credit classes that allow for shared post-secondary classes. 2/10 schools in the consortium share staff across districts.	<p>Within the next four years, consortium schools will develop strategies for recruiting more students as CTE educators and retaining more individuals in CTE careers.</p> <p>Within the next four years, consortium schools will focus on developing collaborative opportunities for like CTE teachers to share best practices.</p> <p>Consortium member schools will continue to reach out to NDE and post-secondary institutions for seeking out high-quality teacher candidates that also reflect the student demographic make-up.</p>
Work-Based Learning	9/10 schools in the consortium have only limited work-based learning opportunities for their students. 5/10 schools in the consortium currently have limited contacts with local businesses to establish work-based learning opportunities for students. 9/10 schools in the consortium do not have work-based learning programs that are tied to classroom curriculum but are aware of the need to establish these opportunities for students.	<p>Within the next four years, consortium schools will develop a plan to implement and strengthen work-based learning opportunities for students by capitalizing on existing partnerships with community colleges, local business partners, and school based opportunities.</p> <p>Within the next four years, consortium schools will work to increase concentrators in work-based learning.</p> <p>Within the next four years, consortium schools will develop strategies to communicate better with local businesses and community colleges to expand opportunities for work-based learning.</p>



Quote

Submit to Snap-on Industrial
3011 IL RTE 176, Door 1
Crystal Lake, IL 60014
877-740-1900

Quote Number IMP-000751223
Quote Date 4/29/2021
Quote Expiration Date 6/28/2021
Contact Name -
Email -
Phone Number -
Customer BP 201410248
Customer Name PLATTSMOUTH
COMMUNITY SCHOOLS
Sales Rep Schworer, Steve
Mobile # 402-661-4526
Email Address Steve.Schworer@snapon.com

Ship Via 1 - UPS GROUND
Payment Terms P45 - NET 45 DAYS
Ship to 201410248
PLATTSMOUTH COMMUNITY
SCHOOLS PLATTSMOUTH COMM
1912 OLD HIGHWAY 34
PLATTSMOUTH NE 68048
Bill to 201410247
DO NOT MAIL DO NOT MAIL
1912 OLD HIGHWAY 34
thaith@pcsd.org
PLATTSMOUTH NE 68048

Line Number	Part Number	Description	Quantity	Unit Net Price	Line Total
1	SEPPROCORE2	PRO CORE 2	1	\$1,825.20	\$1,825.20
2	9100GSM	BIG SET	1	\$2,141.57	\$2,141.57
3	SEPSTARTER	STARTER SET	1	\$1,825.20	\$1,825.20
4	KRA2106FPBO	6 DRAWER RC RED	1	\$1,552.83	\$1,552.83
5	414AHD	3/4 15PC 12PT FRC GEN SER SET	1	\$846.35	\$846.35

Total Weight 402.98 lbs
Subtotal \$8,191.15
Shipping \$0.00
Tax total \$0.00

Grand Total \$8,191.15

Tax and freight shown are estimates.

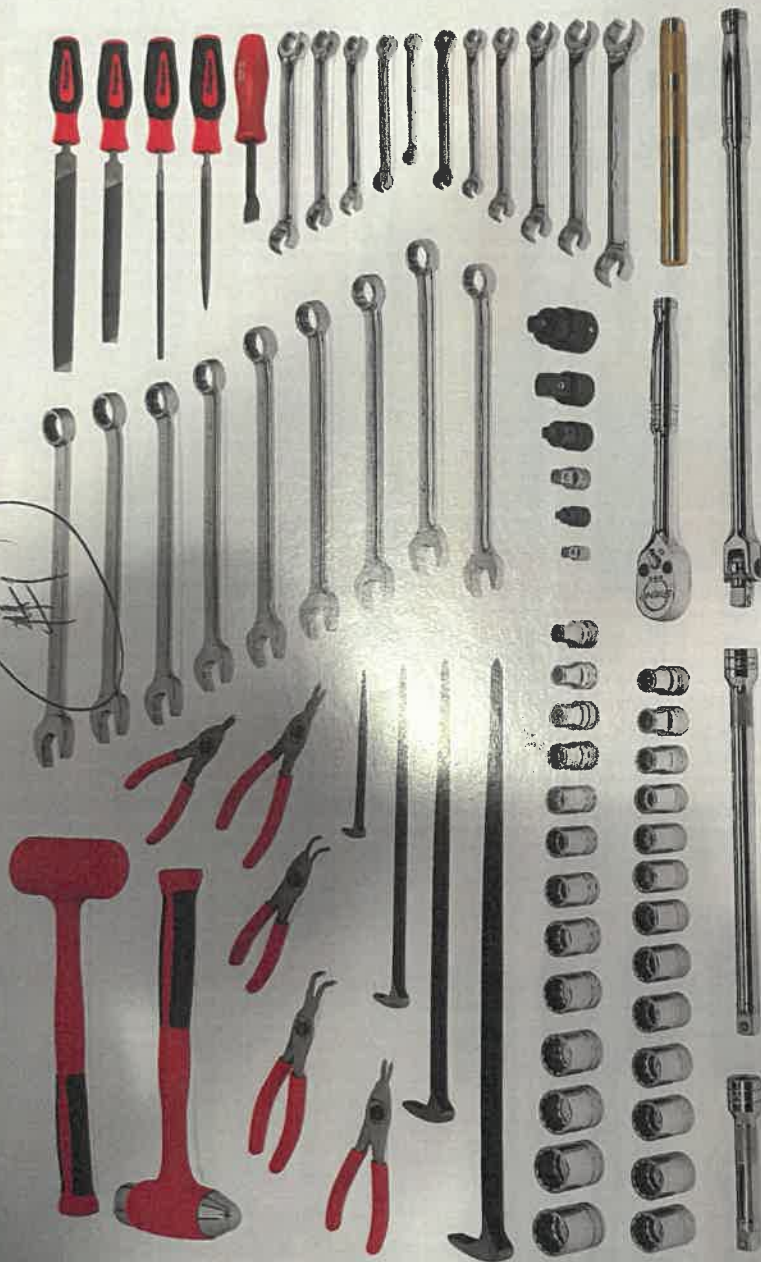
Applicable tax and freight will be charged to the Customer's account.

The sale of product is subject to Snap-on Industrial's standard terms and conditions of sale. Placement of an order is Customer's assent to these terms and conditions and Snap-on hereby objects to any additional and/or different terms which may be contained in any Customer forms or other documents. No such additional terms will be of any force or effect.

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PROFESSIONAL TECHNICIAN EXPANSION SET



SEP Pro Core Expansion Set

SEPPROCORE2 Enhance your SEPPROCORE1 set with larger and specialty tools needed to complete the PRO set building plan. Featuring a 1/2" drive socket set with standard and metric 12-point sockets, this assortment provides the versatility to complete repairs on larger engines with ease. The Flank Drive® Plus wrench set includes sizes up to 24mm & 1-1/8" while standard and metric line wrenches give you the expanded coverage you need for your education – and beyond. Finally, a convertible snap ring plier set, rolling pry bars, larger hammers and files round out this set. Now you have a professional tool set that supports Snap-on's mission of student excellence, both at school and ultimately, in your career.

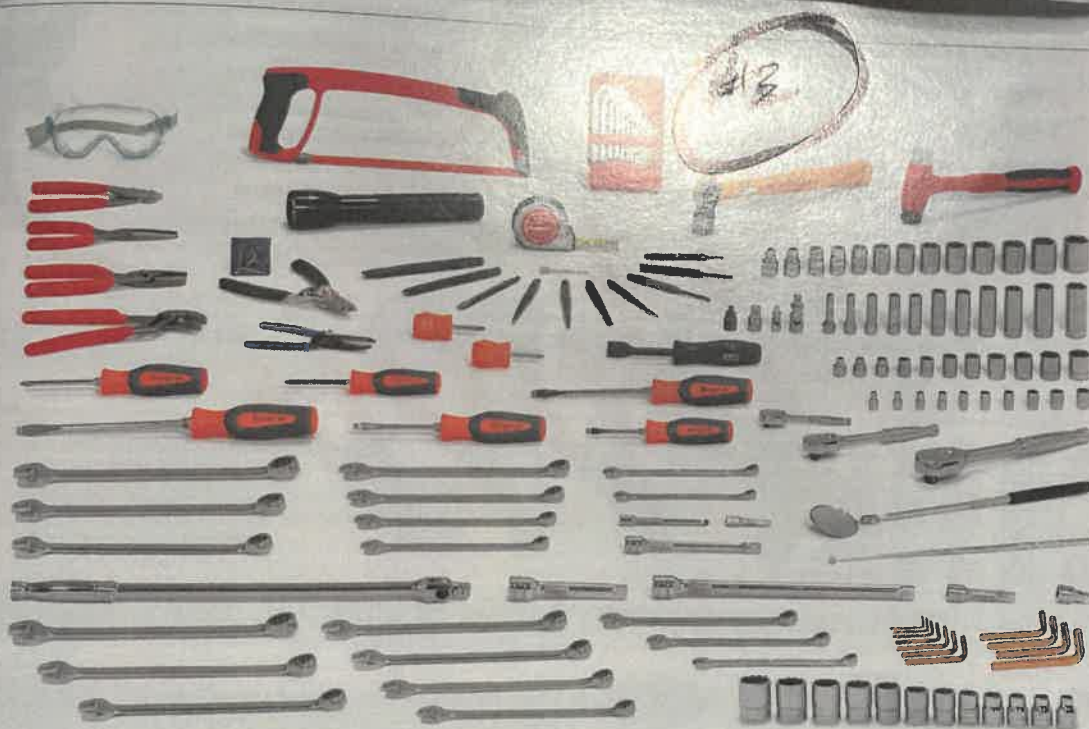
s of professionals

***NO-P-**

69%

69%

AUTOMOTIVE

**COMPLETE****TOOL LIST****Metric Plus Apprentice Set**

9100GSM This set includes the 9100GSO set (above) plus:
AWM110DK metric wrench set, OEXM710B metric 12-point
combination wrench set and 212FMY metric 12-point socket set.



Tech Starter Set

SEPSTARTER The Tech Starter Set offers beginning technicians the most basic tools needed to learn the fundamentals of their trade. Basic pliers, screwdrivers, wrenches and sockets are included in this set giving you the tools to meet most instructor's minimum requirements.

Gloss
Black
PC

Red
PBO

Royal
Blue
PCM

Other colors available. Contact your
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#44



KRA2106FPCM

40" 6-Drawer Roll Cab

KRA2106F

Width: 40" / Depth: 20" / Height: 39"

Capacity: 15,546 cu. in.



KRA4107FPC

40" 7-Drawer Roll Cab

KRA4107F

Width: 40" / Depth: 20" / Height: 39"

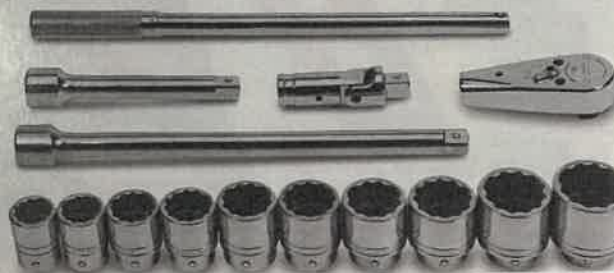
Capacity: 15,253 cu. in.

EXPAND THIS SET

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UNPREPARED.
BROADEN YOUR
CAPABILITIES WITH
THIS 3/4" DRIVE SET.**

3/4" Drive 12-Point General Service Set

414AHD Includes 12 point shallow
sockets from 1-1/16" to 1-7/8",
two extensions 8" and 16", ratchet,
breaker bar head and handle.



#5



It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

This project was funded through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.